ON05995

Ontario Ministry of Education

Consultation Paper on the Integration of Exceptional Pupils

Response Guide

January 1992

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For the Consultation Paper on the Integration of Exceptional Pupils

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The Ministry of Education invites you to review the Consultation Paper on the Integration of Exceptional Pupils. Your comments and proposals will assist in the development of future policy on special education.

To facilitate processing, please submit the completed response guide as soon as possible and no later than **June 15, 1992,** to:

Consultation on Integration
Special Education and Provincial Schools Branch
Ministry of Education
17th Floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Respondent Information

Consultation Paper on the Integration of Exceptional Pupils

Respondent's Name: _____

Address: _____

_____

Telephone: _____

Please ☑ in appropriate space.

1. ☐ Parents' association
2. ☐ Individual parent
3. ☐ Aboriginal people's association
4. ☐ Racial/cultural association
5. ☐ Francophone association
6. ☐ Students' association
7. ☐ Individual student
8. ☐ School board
9. ☐ Trustees' association
10. ☐ Teachers' federation
11. ☐ Educators' association
12. ☐ School staff
13. ☐ Individual teacher
14. ☐ Staff or student of Faculty of Education or OISE
15. ☐ Labour
16. ☐ Business/industry
17. ☐ Other ministries
18. ☐ Other organization

Where, applicable, please ☑ in appropriate space:

1. ☐ JK/SK
2. ☐ Primary
3. ☐ Junior
4. ☐ Intermediate
5. ☐ Senior
6. ☐ Other

Partnership With Parents

See pages 4-5 of the consultation paper

1. **What are the most important features of a process that will assist educators and parents to reach consensus on:**

   a) **the identification of the needs of an exceptional pupil?**

   b) **an appropriate placement?**

2. **What rights should parents or pupils have in such a process?**

3. **What should be the responsibilities of parents in such a process?**

4. **What should be the rights and responsibilities of school boards in such a process?**

5. **What would be the most helpful way to resolve disagreements about identification and/or placement?**

A Range of Placements

See page 6 of the consultation paper

1. **Should the Ministry of Education:**

   a) ❑ **require school boards to provide, directly or through purchase of service, a range of placements for exceptional pupils?**

   b) ❑ **encourage school boards to provide a range of placements for exceptional pupils?**

   COMMENTS:

2. **If, in your opinion, (a) is the preferred direction, please specify how such a requirement might be modified to suit remote areas where it may be difficult to implement.**

Schools and Classrooms

See pages 7-10 of the consultation paper

A. Teacher Preparation

1. **What changes should be made in the preservice programs for teachers to facilitate integration as the norm?**

2. **What types of in-service programs related to integration should be developed for teachers?**

3. **What types of in-service programs related to integration should be developed for principals, paraprofessionals, and administrators?**

4. **What types of programs would help to increase the awareness and understanding of parents?**

B. Resources

1. **How should resource support be allocated to implement integration as the norm?**

C. Class Size

1. **Should the Ministry of Education continue to regulate the size of self-contained classes for exceptional pupils?**

Yes ❑ No ❑

COMMENTS:

D. The Restructuring of Education

1. **What changes in organization and program are needed in secondary schools to facilitate greater responsiveness to the needs of exceptional pupils?**

The Building of Additional Partnerships

See pages 10-13 of the consultation paper

A. The Role of the Community

1. Should the Special Education Advisory Committee process be retained?

Yes ❑ No ❑

2. a) If so, how should the process be improved?

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2. b) If not, what alternative process would ensure community involvement in special education matters?

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3. **In what ways can local organizations and agencies assist in the integration of exceptional pupils into regular classes and in their transition to community living?**

B. Opportunities for Exceptional Pupils With Developmental Disabilities

1. **Should there be some form of recognition and credit equivalency provided for pupils with developmental disabilities?**

Yes ❑ No ❑

COMMENTS:

C. Co-ordination of Services

1. **How can the co-ordination and delivery of support services for exceptional pupils be improved?**

Funding

See pages 13-14 of the consultation paper

1. **How can integration as the norm be implemented within the constraints of the current economic climate?**

Additional Comments